

DELAWARE PROFESSIONAL STANDARDS BOARD

The Townsend Building
401 Federal Street, Suite 2
Dover, Delaware 19901

Meeting Minutes

The Department of Education
The Cabinet Room

November 7, 2013
5:00 P.M.

Members Present: Diane Albanese, Michael Casson, Joanne Christian, Samtra Devard, Stephanie DeWitt, Cristy Greaves, Chris Kenton, David Kohan, Rosaria Macera, Byron Murphy, Wendy Murray, Mary Pinkston, JoAnn Reynolds and Stephanie Smith

Members Absent: Whitney Price and Jacqueline Wisnauskas

Others Present: Donna Mitchell, PSB Executive Director; Paula Fontello, Deputy Attorney General; Michelle Kriss, Secretary to PSB; Donna Johnson, State Board of Education; Deb Stevens, DSEA; Stu Markham, Teacher and Leader Effectiveness Unit; Constance Lindsay, Teacher and Leader Effectiveness Unit; Frank Livoy, U of D ARTC; Elaine Marker, DACTE/DSU; Kristin Dryr, DSEA; Elizabeth Lznt, DSNA; Patricia Guilday, DSNA; Dr. Janice Selekman U of D/DSNA

I. Opening

Call to Order: Mr. Kenton, Professional Standards Board Chair, called the meeting to Order at 5:10 p.m.

Approval of Agenda: A motion was made by Ms. Reynolds and seconded by Ms. Pinkston to approve the October 7, 2013 Agenda. The motion carried by unanimous vote.

Approval of Minutes: A motion was made by Mr. Kohan and seconded by Ms. Rosaria to approve the minutes of October 3, 2013. The motion carried by unanimous vote.

II. Public Comment

- Patricia Guilday, President School Nurses Association. Ms. Guilday commented that items were submitted a week ago regarding issues concerning SB51. Ms. Guilday commented on the requirements and hours required for the School Nurses for clinical supervision for initial license. She stated that nurses must have a bachelor's degree in nursing, 4 years of studying and 140 hours of supervised clinical experience in nursing. On exit of the bachelors program, nurses are required to pass the National Council Licensure Exam for a registered nurse and must have 3 years of supervised working experience as a registered nurse working

with children, emergencies and public health issues before they are hired in school districts. They also must complete an induction cluster with the University of Delaware. She stated that she feels they bring a unique experience and wishes that the PSB would consider this in their revision of the regulation.

- Janice Selekman, Professor at University of Delaware and nationally certified school nurse and also a chair of the department of nursing at the University of Delaware. Ms. Selekman commented that the nurses must have at least 90 hours of clinical-related professional development in children and public health. Ms. Selekman is responsible for the 90 hour professional development cluster that the school nurses take at the University of Delaware. Nurses are well prepared and have excellent backgrounds to come into school nursing and have made a dynamic impact in school nursing.
- A comment was made by the Board that it should be 90 days, not 90 hours if reference to Ms. Selekman's comments. She clarified that the experience to which she was referring was a professional development opportunity that is often used for license renewal rather than to meet clinical experience or student teaching. Ms. Selekman commented that the 90 hours in pediatrics is for licensure and before they can do their licensure exam. The cluster is what the State has mandated.

III. Executive Director's Report

- The Executive Director reported that she participated in a mid-year update webinar for ETS giving a calendar of roll-out for regenerated assessments, computer generated assessment and where they are with PPAT (Performance Assessments). There are committee members from Delaware serving on the design committee and ETS is looking at a September rule-out.
- She stated that work had begun with the Gap Analysis in the licensure and certification criteria committee to align the assessments and incorporate the regenerated assessments into regulation. The committee is also reviewing the list of certified areas that might need a content assessment to align with SB51, which becomes effective July 2014. The core content assessments ELA and Math need to be updated and aligned to Common Core, both of which are on the schedule with ETS.
- She went on to say that the committee is looking for Stakeholders to participate in each content area to participate in virtual review of the content area for assessment. Specifically, a committee will be looking at Next Generation Science Standards Alignment for selection of content assessments for science certifications.
- She is working with skilled technical science teacher groups and CTE groups to assess their use of content assessment or consider the need for an amendment to skilled science technical regulation to account for the varying assessments they complete for licensure.
- She listed the various meeting she participated in both internally and externally this past month.
- She updated the board on a Presentation made at an International Conference for education reform around data use in the classroom. This was a commitment which carried over from previous role as Supervisor of State-wide Data Coach project.

- Finally, she referenced her participation on a Data Analysis Working Group, which includes representatives from most of the districts in the state.

IV. **DOE Report**

Constance Lindsey from Teacher & Leader Effectiveness Unit, working within the educator preparation accountability and improvement work, presented the status of alignment to Senate Bill 51 from the TLEU perspective. She showed some related data and gave an update on what is happening with SB51. There are 5 major components for SB51 that the TLEU are addressing.

- Data collection and reporting will be changed.
- Ideas of data collection and reporting for graduates of the prep program within the first five years.
- A lot of info structure building and capacity building for data sharing.
- Will be creating a score card. (Where the graduates are staffed, comparison number, etc.). Make this relevant to the Delaware context. Starting with 20 and working down from there. Putting information in from past years. Will go live with information around 2015.
- Need to focus on residencies. Need to help the IG's to build their capacity around the new residencies. Will require a lot of work with the IG's to rebuild.

Ms. Lindsey commented that the group is working on amending DOE Regulation 290, the regulation which approved teacher preparation programs. The policy and practices that will impact Higher Ed will happen through this regulation. The regulation will be out around the middle of February 2014.

She then updated the Board on the Implementing Teacher Prep Improvement grant, indicating that most of the institutions are using money to improve their preparation programs and data collection systems. This is one of the initiatives from Race to the Top to work with Higher Education.

Concerns were expressed by a board member about student achievement being the primary data point for evaluating the effectiveness of preparation programs. His concern stemmed from the ability to link the student teacher to the class to which they were assigned for growth measure and whether this would have any impact on the cooperating educator's Component V outcome.

V. **Discussion**

A. Assessments of Content Knowledge – All Certificated Areas (Introduction)

The discussion began with the introduction of the task to look at assessments to demonstrate the content knowledge of educators for all certified areas. There may be a need to look outside ETS for alternatives to what might currently exist. One example is the dance teacher, this certification does not currently require an assessment of content knowledge or demonstration and Delaware is participating in a pilot of such an assessment. Should this be a recommended assessment for this group of educators, it would be a non-praxis assessment and would require using a non-vendor provided assessment. There is currently no such exam provided by ETS. The National Dance Association has created their own and this is being piloted. Those piloting are making sure it assesses what we want it to assess.

B. 1503 – Educator Mentoring (Public Comment Publication 11/1-12/1))

Ms. Mitchell commented that 1503 Educator Mentoring is out for public comment in the Register of Regulation. The Regulation was published on November 1st And the Board will be accepting public comment for the regulation to the end of business day on December 1st.

Some concerns were made by a Board member regarding DPAS II and the alignment to the Charlotte Danielson's 2007 Framework . She stated that some important pieces have been revised since this version. 3.1.1 References the 2007 Framework and the board member asked where the Board stands?

Council for the Professional Standards Board commented and questioned the revisions to the 2007 Framework, does 2013 contradict the 2007? She asked "Does it elaborate or add on to it?" There needs to be some review of 2013 and how it compares. She went on to remind the Board that this regulation references the Department Regulation for DPASII and the Board would need to identify if they are interested in the updated 2013 Framework or is the 2007 still appropriate framework for teaching? The suggestion was made that the Board would review this in collaboration and cooperation with the Department.

C. 1590 – Professional Educator Standards - Administrator, Educational Technology/Leaders, Professional Development, Processional Teaching, Educational Technology/Teacher (For Publication)

The Executive Director commented that 1590 came up and was presented before the Licensure and Certification Criteria Committee. This was presented to the committee for consideration of blending all of the 3 Regulations for Standards that the PSB currently adopted (1590, 1597 and 1598) into one Regulation And adding the Educational Technology Standards for Leaders and Teachers as two additional Standards. A recommendation was made by the committee to review the impact of this amendment across other regulations. The Director and Counsel will continue the crosswalk and bring it back to the Board.

VI. Action Items

A. 1510 – Issuance of Initial License (For Final Approval)

The Executive Director went before the State Board and presented 1503 for publication and 1510 for discussion. There was no additional discussion at the State Board Meeting around Regulation 1510. Ms. Mitchell did receive comments from State Council for Persons with Disabilities, Governor's Advisory Council for Exceptional Citizens and the School Nurse Association. The comments from the State Council and Governor's Advisory, which were identical, centered around the definition of suspension and alignment of this definition with language in state code. This resulted in the adding of the language shown in the revised copy, to clarify the definition of suspension. Suspension in this Regulation pertains to anyone who has not met the cut score for the examination of general knowledge.

A question was asked by a Board Member if it is a demonstration of general knowledge on an approved examination or specifically related to class? A clarification was made from Council for the Professional Standards Board. They must pass an approved examination of general knowledge test such as Praxis I. Praxis I is an example. Praxis I is an example of what the Board could adopt but is not limited to Praxis I. Counsel went on to clarify that 1510 has had very limited revisions made to it. This amendment has been more formatting to it. The additional comments will be addressed as 1510 moves forward for more substantive amendments in the Spring. The concerns that were brought forward from the School Nurses Association to allowing an alternative to student teaching will not be able to come into play until July 1st. The initial draft of SB 51 removed the grace period in order to pass the test of general knowledge. The original SB51 took out the grace period and SB51 as amended leaves in the grace period. This was not taken out as amended.

Ms. Mitchell commented that the primary amendments to this amended regulation were formatting. The primary change was to replace Praxis I with CORE Academic Skills Assessment that would occur June 1, 2014. According to this amended regulation, May 31st Praxis I will no longer be the approved examination of general knowledge, and CORE will be the only assessment approved by PSB and SBE.

A Motion was made to move 1510 Issuance of Initial License to Final Approval. A motion was made by Ms. Greaves and seconded by Ms. Murray. 1 Board Member Opposed.

Roll Call Vote

Ms. Albanese – Approved

Dr. Casson – Approved

Ms. Christian – Opposed

Ms. Devard – Approved

Ms. Dewitt – Approved

Dr. Greaves – Approved

Mr. Kenton – Approved

Mr. Kohn – Approved

Ms. Macera – Approved

Mr. Murphy – Approved

Ms. Murray – Approved

Ms. Pinkston – Approved

Ms. Price - Absent

Ms. Reynolds - Approved

Dr. Smith - Approved

Ms. Wisnauskas - Absent

The motion passed by vote of 13 to 1.

B. 1517 – ParaEducator Permit (For Publication)

Ms. Mitchell commented on the primary discussion that was around the Title I ParaEducator; Instructional ParaEducator and Service ParaEducator permits included in this regulation. Currently in the regulation, Service and Instructional Permits are grouped together and require a high school diploma. Title I ParaEducator Permit requires an Associate's degree or two years of study at an institution of higher education or the passing of the Parpro Praxis exam, or such other alternatives as approved by the Department. The Executive Director referenced the various groups to which this proposed amended regulation was presented: Human Resources Directors, Exceptional Children's Branch at the Department of Education, DSEA and a sample of District Human Resource offices. There are currently 2006 active ParaEducator's permitted in the State of DE. Most of these staff are working with exceptional children. A few of the districts are already requiring their ParaEducator's to have the Title I Permit criteria to allow flexibility of assignment of these staff. It was the recommendation of the Licensure and Certification Criteria Committee and Professional Standards Board that we increase the criteria for the Instructional Paraeducator's who are spending time one-on-one with children.

A comment was taken from DSEA representative about the impact of this amended regulation on current paraeducators. The response was that as long as currently permitted Instructional Paraeducators don't allow their permit to expire, they will be covered. However, if permits expire, the applicant will need to meet current criteria upon application. As long as they maintain their permit by completing professional development requirements, they will be covered.

There was discussion around the paraeducator's job title within the districts and the connection or disconnect with the title of the paraeducators in the regulation. It was shared that many districts don't refer to these staff as Title I, Instructional or Service paraeducators. The Board was reminded that job title and job description or assignment remains a local decision of districts and charters. Discussion ensued around the two options for professional development in 6.2 and 6.3 was further defined to clarify the impact of the expiration date on permit as a trigger.

A motion was made to move 1517 for publication by Mr. Murphy and seconded by Ms. Devard. **The motion carried by unanimous vote.**

VII. PSB Standing Committees

A. Licensure and Certification Criteria Committee Recommendations

Ms. Christian gave a brief update on the Licensure and Certification Criteria Committee.

B. Professional Development and Associated Compensation Committee

Ms. Reynolds provided a report on the Professional Development and Associated Compensation Committee meeting. They took a look at 1510, 1503 and the ParaEducator regulations. The committee looked at the professional development manual, clock hours and reviewed the approval process for PD Clusters. The committee is looking into the PDMS system to offer a better resource for analyzing

our PD data to understand what types of professional learning our educators are participating in and how much.

Ms. Mitchell commented that she worked with John McClenny of DTI to receive training on the report writing in PDMS system. One of the barriers of data analysis is that the system is not implemented statewide and not all districts are using it so a full report of professional development might not be possible.

VIII. Other

None

IX. Public Comment

None

X. Adjournment

A motion was made by Ms. Pinkston and was seconded by Ms. Greaves to adjourn the meeting. **The motion carried by unanimous vote.** The meeting adjourned.